

RUBRIC FOR GRADING THE TEACHING OF CONCEPT AS REQUIRED IN METHODS OF SCIENCE TEACHING COURSE.

“Analysis scale”

4 Outstanding/exceeds expectations

3 above average/Standard Practice

2 Safe to Practice/Acceptable

1 Ineffective/Unacceptable

	1- Ineffective/unacceptable	2 -Safe to Practice/Acceptable	3- above Average/Standard Practice	4- Outstanding/Exceeds Expectations	Score
1. The teacher selects and uses appropriate student objectives for unit lessons.	Objectives not present or are not stated as performance outcomes.	Objectives are stated as performance outcomes and are appropriate for unit lessons.	Objects are also properly sequenced overall in the unit.	In addition, unit objectives are planned and accomplished for all cognitive instructional levels (knowledge, comprehension, application, analysis, synthesis, and evaluation).	
2. The teacher uses selects and use appropriate supplementary material and technology for unit lessons.	Supplementary materials and technology are not specified <u>or</u> are limited to textbooks and worksheets.	Some appropriate supplementary materials or technology are specified and related to procedures, though may be ineffectively used	Extensive, effective use of appropriate supplementary materials and technology is evident	In addition, teacher shows initiative and creativity in original development or use of supplementary materials and technology.	
3. The teacher selects and uses appropriate materials and procedures for assessing student progress.	Assessment procedures are not specified in the unit plans <u>or</u> are inappropriate for students <u>or</u> are not matched to objectives.	Assessment procedures in unit plans are related to objectives <u>and</u> appropriate for students	Multiple assessment procedures are included in unit plans	Attitudes of students toward content and methods of instruction are also assessed as part of unit plans.	

4. The teacher uses correct written and oral communication with students.	Inappropriate use of oral and written language is evident.	Teacher frequently demonstrates inappropriate use of oral and written language.	Teacher occasionally demonstrates inappropriate use of oral and written language.	Teacher demonstrates proficiency in oral and written language.	
5. The teacher provides clear, complete directions for carrying out instructional activities.	Teacher does not give clear, complete directions.	Teacher provides incomplete or vague instructions.	Teacher occasionally provides clear, complete instructions for carrying out instructional activities.	Teacher provides clear, complete instructions for carrying out instructional activities and uses concrete examples to model tasks and concepts for clarification when necessary.	
6. The teacher demonstrates knowledge of subject taught.	Teacher does not demonstrate basic knowledge of the subject being taught.	Teacher demonstrates limited knowledge of the subject being taught.	Teacher displays an adequate knowledge base of the subject being taught.	Teacher displays extensive knowledge of the subject being taught.	
7. The teacher uses instructional time effectively.	Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	There are many unnecessary delays, undesirable digressions from the topic and/or ineffective transitions between activities.	There are occasional problems with pacing, transitions, and/or effective use of instructional time.	Pacing is appropriate, transactions are smooth, and there are a minimum of unnecessary delays or undesirable digressions	
8. The teacher uses inquiry-based activity effectively.	No inquiry-based activity is used.	Inquiry -based activity used but is limited in effectiveness.	Effective inquiry-based activity used.	In addition, teacher shows initiative and creativity in original development of activity.	

9. The teacher elicits and responds to student input during the unit.	Teacher does not elicit or respond to student input during the unit <u>or</u> uses negative words or actions to discourage students from giving responses and asking questions.	Teacher passively accepts student responses during the unit.	Teacher occasionally elicits and responds to student input during the unit.	Teacher elicits and responds to student input during the unit and/or incorporates student responses in current and/or subsequent lessons or activities.	
10. The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses.	Teacher does not encourage students to expand and support their responses by allowing wait time with students.	Teacher allows insufficient or inequitable wait time with students.	Teacher seeks to have students extend their answers or support their responses by allowing a sufficient wait time of 3-5 seconds <u>before</u> student responses.	Teacher seeks to have students extend their answers or support their responses by allowing a sufficient wait time <u>after</u> student responses.	
11. Lesson plans are written according to STAI format.	No attempt to write lesson plans according to STAI format	Objectives written as performance based but other items are missing.	Objectives written as performance based. Only one error found	Objectives written as performance based. No errors found.	
12. Overall presentation	Ineffective/Unacceptable	Safe to Practice/Acceptable	Above average/Standard Practice	Outstanding/exceeds expectations	
			total		

You may earn up to 48 points. In order to earn a passing grade, you may not score below a two on any one item.

Grading scale

43-48 points with no score below a 3	A
38-43 points with no score below a 2	B
34-38 points with no score below a 2	C
29-34 points with no score below a 2	D
Below 29	F